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ABSTRACT

This publication, 10th in a series, provides a pocket-sized compilation of statistical information covering the broad field of U.S. education from kindergarten through graduate school. Data are from many government sources, especially surveys conducted by the National Center for Education Statistics. Unless otherwise noted, data are extracted from the "Digest of Education Statistics." Education was the occupation of more than 78 million people in the United States in fall 2002. This total includes 69.2 million students in U.S. schools and colleges, and more than 4 million people employed as elementary and secondary school teachers and college faculty. Information is grouped into these categories: (1) "The Structure of American Education"; (2) "Enrollment"; (3) "Elementary and Secondary Schools"; (4) "Degree-Granting Institutions"; (5) "Teachers, Faculty, and Staff, Elementary and Secondary Schools"; (6) "Degree-Granting Institutions"; (7) "Educational Outcomes"; (8) "Finance"; (9) "Public Elementary and Secondary Schools"; and (10) "Degree-Granting Institutions." (Contains 1 figure and 41 tables.) (SLD)

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Mini-Digest of Education Statistics 2002

June 2003

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The National Center for Education Statistics

The purpose of the Center is to collect and report "statistics and information showing the condition and progress of education in the United States and other nations in order to promote and accelerate the improvement of American education."—Section 402(b) of the National Education Statistics Act of 1994 (20 U.S.C. 9001)

June 2003

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Foreword

Welcome to the tenth edition of the *Mini-Digest of Education Statistics*. The primary purpose of this publication is to provide a pocket-sized compilation of statistical information covering the broad field of American education from kindergarten through graduate school. The statistical highlights provide a quantitative description of the current American education scene.

The *Mini-Digest* is designed as an easy reference for materials found in much greater detail in the *Digest of Education Statistics*.

These volumes include selections of data from many government sources, especially drawing on results of surveys and activities carried out by the National Center for Education Statistics (NCES). They include information on the number of schools and colleges, teachers, enrollments, and graduates, in addition to educational outcomes, finances, and federal funds for education. Unless otherwise stated, all data are extracted from the *Digest of Education Statistics*.

Overview

Education was the occupation of more than 78 million people in the United States in the fall of 2002. Included in this total were 69.2 million students enrolled in American schools and colleges. Over 4 million people were employed as elementary and secondary school teachers and as college faculty. Other professional, administrative, and support staff of educational institutions numbered 4.8 million. In a nation with a population of about 288 [1] million, about 1 out of every 4 persons participated in formal education.

[1] July 1, 2002 resident population, based on Census Bureau, *Population Estimates*. http://eire.census.gov/popest/data/national/tables/NA-EST 2002-06.php

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The Structure of American Education

Figure 1 shows the structure of education in the United States: the three levels of education—elementary, secondary, and postsecondary—and the approximate age range of persons at the elementary and secondary level. Pupils ordinarily spend from 6 to 8 years in the elementary grades, preceded by 1 to 3 years in nursery school and kindergarten. The elementary school program is followed by a 4- to 6-year secondary school program. The elementary program is frequently followed by a middle school or junior high school program, which generally lasts 2 or 3 years. Students then may finish their compulsory schooling at the secondary or high school level, which may last from 3 to 6 years depending on the structure within their school district. Pupils normally complete the entire program through grade 12 by age 17 or 18.

High school graduates who decide to continue their education may enter a technical or vocational institution, a 2-year college, a 4-year college, or a university. A 2-year college normally offers the first 2 years of a standard 4-year college curriculum and a selection of terminal vocational programs. Academic courses completed at a 2-year college

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are usually transferable for credit at a 4-year college or university. A technical or vocational institution offers postsecondary technical training leading to a specific career. Other types of educational opportunities for adults are offered by community organizations, libraries, churches, and businesses.

An associate degree requires the equivalent of at least 2 years of full-time college-level work, and a bachelor's degree normally can be earned in 4 years. At least 1 year beyond the bachelor's is necessary for a master's degree, while a doctor's degree usually requires a minimum of 3 or 4 years beyond the bachelor's.

Professional schools differ widely in admissions requirements and in program length. Medical students, for example, generally complete a 4-year program of premedical studies at a college or university before they can enter the 4-year program at a medical school. Law programs normally require 3 years of coursework beyond the bachelor's degree level.

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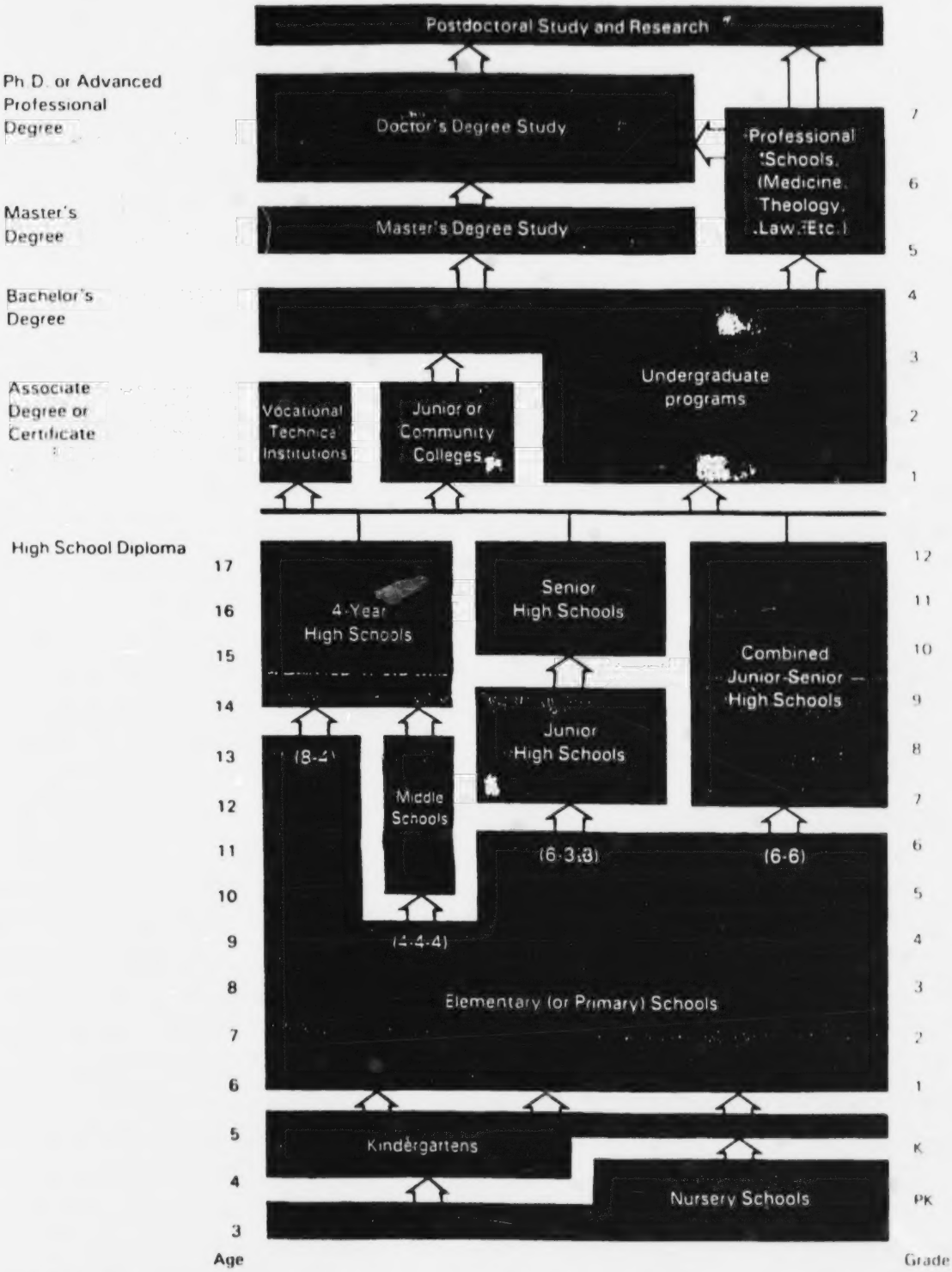
Figure 1.—The structure of education in the United States



NOTE—Adult education programs, while not separately delineated above, may provide instruction at the elementary, secondary, or higher education level. Chart reflects typical patterns of progression rather than all possible variations.

SOURCE: U.S. Department of Education, National Center for Education Statistics.

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Enrollment

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Elementary and Secondary Schools

Public Schools

Overall, public school enrollment increased between 1985 and 2002. In kindergarten through grade eight, enrollment rose from 27.0 million in fall 1985 to an estimated 33.8 million in fall 2002. In the upper grades (9–12), the net result of changes in enrollment over the same period was a 12 percent increase in secondary students.

Table 1.—Enrollment in public elementary and secondary schools: Fall 1985 to fall 2002
(In thousands)

Year	Total	Prekinder-garten through grade 8	Grades 9 through 12
1985	39,422	27,034	12,388
1990	41,217	29,878	11,338
1991	42,047	30,506	11,541
1993	43,465	31,504	11,961
1994	44,111	31,898	12,213
1995	44,840	32,341	12,500
1996	45,611	32,764	12,847
1997	46,127	33,073	13,054
1998	46,539	33,346	13,193
1999	46,857	33,488	13,369
2000	47,223	33,709	13,514
2001 [1]	47,576	33,854	13,722
2002 [2]	47,613	33,756	13,857

[1] Estimated.
[2] Projected.
NOTE: Detail may not sum to totals due to rounding.

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Private Schools

Private school enrollment has risen little over the past decade, with 11 percent of all elementary and secondary students attending private schools in fall 2002. Total private school enrollment at the elementary and secondary levels was estimated at 6.0 million in fall 2002.

Table 2.—Enrollment in private elementary and secondary schools: Fall 1985 to fall 2002
(In thousands)

Year	Total	Kindergarten through grade 8	Grades 9 through 12
1985	5,557	4,195	1,362
1990	5,234	4,084	1,150
1991 [1]	5,275	4,113	1,162
1993 [1]	5,348	4,215	1,132
1994 [1]	5,498	4,335	1,163
1995	5,662	4,465	1,197
1996 [1]	5,764	4,551	1,213
1997	5,841	4,623	1,218
1998 [1]	5,937	4,702	1,235
1999	6,018	4,765	1,254
2000 [1]	5,944	4,678	1,266
2001 [2]	5,944	4,668	1,276
2002 [2]	5,953	4,660	1,292

[1] Estimated.
[2] Projected.

NOTE: Excludes home-schooled children. The National Center for Education Statistics estimated that approximately 850,000 children were home-schooled in spring 1999. Detail may not sum to totals due to rounding.

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Projections

The National Center for Education Statistics forecasts that fall 2002 public school enrollment will mark a new record for enrollment.

Public and private elementary enrollment is projected to decline over the next few years, but will start growing again in 2009 and have an increase of 5 percent between 2002 and 2012.

Secondary enrollment is expected to be 2 percent higher in 2012 than in 2002, but it is projected to drop between 2007 and 2012.

Table 3.—Projected enrollment in public and private elementary and secondary schools: Fall 2002 to fall 2012
(In thousands)

Year	Total	Kindergarten through grade 8	Grades 9 through 12
2002	53,566	38,416	15,149
2003	53,700	38,321	15,379
2004	53,800	38,120	15,680
2005	53,866	37,918	15,948
2006	53,862	37,766	16,097
2007	53,789	37,666	16,123
2008	53,652	37,661	15,990
2009	53,538	37,726	15,812
2010	53,498	37,869	15,630
2011	53,538	38,038	15,500
2012	55,692	40,258	15,434

NOTE: Detail may not sum to totals due to rounding.

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Prekindergarten and Kindergarten Enrollment

Prekindergarten and kindergarten enrollment of 3- to 5-year-olds increased 14 percent between 1990 and 2001. The proportion of 5-year-olds enrolled in prekindergarten and kindergarten programs has changed little since 1990; however, the enrollment rate of 4-year-olds in preprimary programs has risen (see *Digest of Education Statistics, 2002,* table 43).

Table 4.—Enrollment of 3- to 5-year-olds in prekindergarten and kindergarten programs by control and level of school: Fall 1980, 1990, and 2001
(In thousands)

Level and control of school	Fall 1980	Fall 1990	Fall 2001
Total	4,878	6,659	7,602
Percent enrolled	52.5	59.4	63.9
Control			
Public	3,066	3,971	4,888
Private	1,812	2,688	2,714
Level			
Prekindergarten	1,981	3,379	4,365
Kindergarten	2,897	3,280	3,237

NOTE: Detail may not sum to totals due to rounding.

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Enrollment Rates

School enrollment rates for 5 and 6, and 14- to 17-year-olds have remained relatively steady over the past 10 years. Enrollment rates for 3- and 4-year-olds have increased while rates for 7- to 13-year-olds have decreased slightly.

Table 5.—Percent of 5- to 17-year-olds enrolled in school: October 1970 to October 2001

Year	3 and 4 years	5 and 6 years	7 to 13 years	14 to 17 years
1970	20.5	89.5	99.2	94.1
1975	31.5	94.7	99.3	93.6
1980	36.7	95.7	99.3	93.4
1985	38.9	96.1	99.2	94.9
1987	38.3	95.1	99.5	95.0
1988	38.2	96.0	99.7	95.1
1989	39.1	95.2	99.3	95.7
1990	44.4	96.5	99.6	95.8
1991	40.5	95.4	99.6	96.0
1992	39.7	95.5	99.4	96.7
1993	40.4	95.4	99.5	96.5
1994	47.3	96.7	99.4	96.6
1995	48.7	96.0	98.9	96.3
1996	48.3	94.0	97.7	95.4
1997	52.6	96.5	99.1	96.6
1998	52.1	95.6	98.9	96.1
1999	54.2	96.0	98.7	95.8
2000	52.1	95.6	98.2	95.7
2001	52.4	95.3	98.3	95.8

NOTE: Starting in 1994, preprimary enrollment was collected using new procedures, and may not be comparable to figures for earlier years.

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Enrollment, by Race and Ethnicity

The proportion of minority students in public elementary and secondary schools increased between 1986 and 2000. The proportion of Hispanics in public elementary and secondary schools increased at a greater rate than the proportion of Blacks.

Table 6.—Racial/ethnic distribution of students in public elementary and secondary schools: Fall 1986, 1991, and 2000

Race/ethnicity of student	Fall 1986	Fall 1991 [1]	Fall 2000
Total	100.0	100.0	100.0
White, non-Hispanic	70.4	67.4	61.2
Minority	29.6	32.6	38.8
Black, non-Hispanic	16.1	16.4	17.2
Hispanic	9.9	11.8	16.3
Asian or Pacific Islander	2.8	3.4	4.1
American Indian/ Alaskan Native	0.9	1.0	1.2

[1] *Digest of Education Statistics, 1993.*

NOTE: Detail may not sum to totals due to rounding.

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Enrollment in Programs for the Disabled

Increasing proportions of children were served in federally supported programs for the disabled, between 1976–77 and 2000–01. Much of the rise during this period may be attributed to the increasing proportion of children identified as learning disabled. In 1976–77, 8 percent of children were served in programs for the disabled compared with 13 percent in 2000–01.

Table 7.—Children 0 to 21 years old served in programs for the disabled, and as a percent of public elementary and secondary enrollment: 1976–77 to 2000–01
(In thousands)

Year	All disabilities	Percent of disabled children with specific learning disabilities	All disabilities as a percent of public enrollment [1]
1976–77	3,694	21.5	8.3
1980–81	4,144	35.3	10.1
1990–91	4,761	44.7	11.4
1995–96	5,573	46.3	12.4
1998–99	6,054	46.1	13.0
1999–2000	6,190	45.7	13.2
2000–01	6,293	45.2	13.3

[1] Based on the enrollment in public schools, prekindergarten through 12th grade.

Degree-Granting Institutions

College Enrollment

College enrollment in fall 2002 was 15.6 million students. Of the fall 2002 students, 6.8 million are men and 8.8 million are women.

Table 8.—Enrollment in degree-granting institutions, by sex, attendance status, and control of institution: Fall 1990, 1995, and 2002
(In thousands)

Attendance status by sex and control of institution	1990	1995	2002 [1]
Total	13,819	14,262	15,608
Men	6,284	6,343	6,817
Full-time	3,808	3,807	4,258
Part-time	2,476	2,535	2,559
Women	7,535	7,919	8,791
Full-time	4,013	4,321	5,023
Part-time	3,521	3,598	3,768
Public	10,845	11,092	11,986
Men	4,875	4,908	5,207
Women	5,970	6,185	6,779
Private	2,974	3,169	3,622
Men	1,409	1,435	1,610
Women	1,565	1,735	2,012

[1] Projected. The source for 2002 is *Projections of Education Statistics to 2012*.

NOTE: Detail may not sum to totals due to rounding.

Enrollment, by Level and Control

College enrollment rose from 13.8 million in fall 1990 to 15.6 million in fall 2002. In 2002, over 9 million students attended 4-year schools and nearly 6 million attended 2-year schools. Between 1990 and 2002, full-time enrollment increased more than part-time enrollment, 19 percent and 5 percent, respectively.

Table 9.—Enrollment in degree-granting institutions, by level and control of institution: Fall 1990, 1995, and 2002

(In thousands)

Type and control of college, and attendance status	Fall 1990	Fall 1995	Fall 2002 [1]
Total	13,819	14,262	15,608
4-year	8,579	8,769	9,647
2-year	5,240	5,493	5,962
Public	10,845	11,092	11,986
4-year	5,848	5,815	6,287
2-year	4,996	5,278	5,699
Full-time	5,750	5,925	6,612
Part-time	5,094	5,167	5,374
Private	2,974	3,169	3,623
4-year	2,730	2,955	3,360
2-year	244	215	263
Full-time	2,070	2,204	2,669
Part-time	903	966	953

[1] Projected. The source for 2002 is *Projections of Education Statistics to 2012.*

NOTE: Detail may not sum to totals due to rounding.

Enrollment Rates of 18- to 24-Year-Olds

The proportion of 18- and 19-year-olds attending high school or college rose from 49 percent in 1981 to 61 percent in 2001. Enrollment rates for those in their early 20s also increased. The enrollment rate of 20- and 21-year-olds rose from 32 percent in 1981 to 46 percent in 2001.

Table 10.—Percent of 18- to 24-year-olds enrolled in school: October 1981 to October 2001

Year	18- and 19-year-olds	20- and 21-year-olds	22- to 24-year-olds
1981	49.0	31.6	16.5
1983	50.4	32.5	16.6
1985	51.6	35.3	16.9
1987	55.6	38.7	17.5
1989	56.0	38.5	19.9
1990	57.2	39.7	21.0
1991	59.6	42.0	22.2
1992	61.4	44.0	23.7
1993	61.6	42.7	23.6
1994	60.2	44.9	24.0
1995	59.4	44.9	23.2
1996	61.5	44.4	24.8
1997	61.5	45.9	26.4
1998	62.2	44.8	24.9
1999	60.6	45.3	24.5
2000	61.2	44.1	24.6
2001	61.0	46.0	25.4

Enrollment, by Gender and Age

Despite decreases in the size of the traditional college-age population, total college enrollment has grown since the 1980s. Some of the growth during the 1980s can be attributed to the increase in the number of women over 24 attending college. However, from 1990 to 2002, enrollments of persons under 25 grew 18 percent and enrollments for persons 25 and older increased 6 percent. Enrollment of women under 25 grew 25 percent.

Table 11.—Fall enrollment in degree-granting institutions, by sex and age: 1980, 1990, and 2002
(In thousands)

Sex and age	1980	1990	2002 [1]
Men and women, total ...	12,097	13,819	15,608
19 years and younger	3,148	3,127	3,730
20 and 21 years old	2,424	2,761	3,161
22 to 24 years old	1,989	2,144	2,605
25 years and older	4,535	5,788	6,112
Men, total	5,874	6,284	6,817
19 years and younger	1,474	1,508	1,679
20 and 21 years old	1,259	1,368	1,472
22 to 24 years old	1,064	1,107	1,268
25 years and older	2,076	2,301	2,398
Women, total	6,223	7,535	8,791
19 years and younger	1,674	1,619	2,050
20 and 21 years old	1,165	1,392	1,689
22 to 24 years old	925	1,037	1,338
25 years and older	2,459	3,487	3,714

[1] Projected.

Enrollment, by Race and Ethnicity

The proportion of American college students who are minorities has been increasing. In 1980, 16.1 percent were minorities, compared with 28.2 percent in 2000. Much of the change can be attributed to rising proportions of Hispanic and Asian students. The proportion of students who are Black has fluctuated over the past 15 years and was 11.3 percent in 2000, an increase of 2.1 percentage points from 1980. The enrollment of Hispanic students rose by 5.6 percentage points during the same time period.

Table 12.—Racial/ethnic distribution of fall enrollment in degree-granting institutions: 1980, 1990, and 2000

Race/ethnicity	1980	1990	2000
Total	100.0	100.0	100.0
White, non-Hispanic	81.4	77.6	68.3
Total minority	16.1	19.6	28.2
Black, non-Hispanic	9.2	9.0	11.3
Hispanic	3.9	5.7	9.5
Asian or Pacific Islander	2.4	4.1	6.4
American Indian or Alaskan Native	0.7	0.7	1.0
Nonresident alien	2.5	2.8	3.5

Graduate School Enrollment

Graduate enrollment was steady at about 1.3 million in the late 1970s and early 1980s, but rose 17 percent between 1990 and 2000.

Since 1984, the number of women in graduate schools has exceeded the number of men.

Table 13.—Fall graduate enrollment [1] in degree-granting institutions, by sex: 1970 to 2000
(In thousands)

Year	Total	Men	Women
1970	1,031	630	400
1976	1,333	714	619
1978	1,312	682	630
1980	1,343	675	670
1982	1,322	670	653
1984	1,345	672	673
1986	1,435	693	742
1988	1,472	697	774
1990	1,586	737	849
1992	1,669	772	896
1994	1,721	776	946
1995	1,732	768	965
1996	1,742	759	983
1997	1,753	758	996
1998	1,768	754	1,013
1999	1,807	766	1,041
2000	1,850	780	1,071

[1] Includes unclassified graduate students.
NOTE: Detail may not sum to totals due to rounding.

First-Professional Enrollment

Enrollment in first-professional programs, after rising very rapidly during the 1970s, stabilized in the early 1980s and showed an increase of 12 percent between 1990 and 2000.

Fewer women than men are enrolled in first-professional programs; however, between 1990 and 2000, the number of women increased 34 percent, while the number of men decreased.

Table 14.—Fall first-professional enrollment in degree-granting institutions, by sex: 1970 to 2000

Year	Total	Men	Women
1970	173,411	158,649	14,762
1974	235,452	194,079	41,373
1978	256,904	192,221	64,683
1980	277,767	199,344	78,423
1982	278,425	191,200	87,225
1984	278,598	184,949	93,649
1988	267,109	166,912	100,197
1990	273,366	166,798	106,568
1992	280,922	168,620	112,302
1994	294,713	173,956	120,757
1995	297,592	173,897	123,695
1996	298,312	172,742	125,570
1997	298,258	169,627	128,631
1998	302,473	168,846	133,627
1999	303,190	165,134	138,056
2000	306,625	163,885	142,740

Teachers, Faculty, and Staff

Elementary and Secondary Schools

Number of Teachers

An estimated 3.4 million elementary and secondary school teachers were engaged in classroom instruction in the fall of 2001. About 3.0 million teachers were in public schools and 0.4 million taught in private schools.

The number of public elementary and secondary school teachers has risen in recent years, up about 25 percent between fall 1990 and fall 2001. The number of public school teachers has risen faster than the number of students during that period, resulting in declines in the pupil/teacher ratio. In fall 2001, there were 15.9 public school pupils per teacher compared with 17.2 public school pupils per teacher in 1990. During the same time period, the pupil/teacher ratio in private schools was 14.7 in fall 1990 and 15.2 pupils per teacher in fall 2001.

Table 15.—Teachers and pupil/teacher ratios in public and private elementary and secondary schools: Fall 1980 to fall 2001
(In full-time equivalents)

Year	Total	Public school teachers	Private school teachers
	Number in thousands		
1980	2,485	2,184	301
1985	2,549	2,206	343
1990	2,753	2,398	[1] 355
1992	2,822	2,459	[1] 363
1995	2,978	2,598	380
1997	3,134	2,746	388
1998	3,221	2,830	[1] 391
1999	3,306	2,911	395
2000	3,343	2,953	[1] 390
2001 [1]	3,379	2,988	390
	Pupil/teacher ratios		
1980	18.6	18.7	17.7
1985	17.6	17.9	16.2
1990	16.9	17.2	[1] 14.7
1992	17.1	17.4	[1] 14.7
1995	17.0	17.3	14.9
1997	16.6	16.8	15.1
1998	16.3	16.4	[1] 15.2
1999	16.0	16.1	15.2
2000	15.9	16.0	[1] 15.2
2001 [1]	15.8	15.9	15.2

[1] Estimated.

NOTE: Detail may not sum to totals due to rounding.

Teachers' Salaries

The average salary for public school teachers has remained steady over the past 10 years, equal to $44,604 in 2001-02. After adjustment for inflation, teachers' salaries rose 22 percent between 1981-82 and 2001-02. Virtually all of this increase occurred during the mid to late-1980s.

Table 16.—Average annual salary for public elementary and secondary schools teachers: 1970–71 to 2001–02

(In constant 2001–02 dollars) [1]

Year	All teachers	Elementary teachers	Secondary teachers
1970-71	$41,573	$40,465	$42,919
1975-76	40,485	39,457	41,568
1980-81	36,295	35,443	37,319
1981-82	36,495	35,698	37,500
1984-85	39,760	39,086	40,749
1985-86	41,264	40,477	42,324
1988-89	43,469	42,672	44,430
1990-91	44,022	43,232	45,103
1991-92	43,918	43,165	44,903
1995-96	43,414	42,833	44,285
1999-2000 ..	43,949	43,623	44,481
2000-01	44,102	43,839	44,469
2001-02	44,604	44,424	44,718

[1] Constant 2001-02 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

Teacher Characteristics, Public Schools

The teaching force in public elementary and secondary schools in 1999–2000 was 75 percent female and 16 percent minority. Some 58 percent of teachers had at least 10 years of full-time teaching experience and almost all teachers held at least a bachelor's degree.

Table 17.—Characteristics of teachers in public schools: 1999–2000

Selected characteristics	Number, in thousands	Percent
Total	3,002	100.0
Men	754	25.1
Women	2,249	74.9
Race/ethnicity		
White, non-Hispanic	2,532	84.3
Black, non-Hispanic	228	7.6
Hispanic	169	5.6
Other minorities	74	2.5
Experience		
Less than 3 years	386	12.9
3 to 9 years	865	28.8
10 to 20 years	854	28.5
More than 20 years	896	29.8
Highest degree		
Less than bachelor's	20	0.7
Bachelor's	1,574	52.4
Master's or above	1,408	46.9

NOTE: Excludes prekindergarten teachers. Detail may not sum to totals due to rounding.

Teacher Characteristics, Private Schools

The teaching force in private elementary and secondary schools in 1999–2000 was 76 percent female and 10 percent minority. Some 45 percent of teachers had at least 10 years of full-time teaching experience and 93 percent of all teachers held at least a bachelor's degree.

Table 18.—Characteristics of teachers in private schools: 1999–2000

Selected characteristics	Number, in thousands	Percent
Total	449	100.0
Men	107	23.9
Women	342	76.1
Race/ethnicity		
White, non-Hispanic	402	89.5
Black, non-Hispanic	17	3.7
Hispanic	21	4.7
Other minorities	9	2.1
Experience		
Less than 3 years	108	23.9
3 to 9 years	139	31.0
10 to 20 years	122	27.2
More than 20 years	80	17.8
Highest degree		
Less than bachelor's	33	7.3
Bachelor's	261	58.0
Master's or above	156	34.7

NOTE: Excludes prekindergarten teachers. Detail may not sum to totals due to rounding.

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Degree-Granting Institutions

Staff

Approximately 2.9 million people were employed in colleges and universities in the fall of 1999, including 2.0 million professional and 0.9 million nonprofessional staff. About 44 percent of the staff were faculty or teaching assistants; 6 percent were managerial; 18 percent were other non-teaching professional; and 32 percent were nonprofessional staff.

Table 19.—Employees in degree-granting institutions, by primary occupation and by type and control of institution: 1999
(In thousands)

Primary occupation	Total	Public	Private
Total, all employees	2,883	1,989	894
Professional staff	1,951	1,352	599
Managerial	160	86	74
Faculty and teaching assistants	1,268	914	354
Non-faculty	523	353	171
Nonprofessional staff ..	932	636	296
4-year	2,329	1,471	858
Full-time, total staff	1,635	1,025	610
Part-time, total staff	694	446	248
2-year	555	518	37
Full-time, total staff	284	259	24
Part-time, total staff	271	259	12

Faculty Salaries for Men and Women

Average faculty salaries for men in 1999–2000 ($60,084) were considerably higher than the average for women ($48,997).

Table 20.—Average salary of full-time instructional faculty on 9-month contracts in degree-granting institutions, by sex: 1972–73 to 1999–2000

(In constant 1999–2000 dollars) [1]

Year	Total	Men	Women
1972–73 ...	$54,797	$57,035	$47,158
1975–76 ...	50,852	53,157	43,675
1978–79 ...	48,984	51,347	42,212
1980–81 ...	45,539	47,879	39,078
1982–83 ...	46,908	49,441	40,121
1985–86 ...	50,394	53,353	42,901
1987–88 ...	52,460	55,697	44,572
1990–91 ...	53,304	56,970	45,359
1995–96 ...	54,030	57,871	46,975
1997–98 ...	54,778	58,735	47,912
1998–99 ...	55,658	59,724	48,790
1999–2000	55,888	60,084	48,997

[1] Constant 1999–2000 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

Faculty Salaries for Public and Private Institutions

College faculty generally experienced losses in the purchasing power of their salaries from 1972–73 to 1980–81, when total average salaries fell 18 percent after adjustment for inflation (see *Digest of Education Statistics, 2002,* table 235). During the 1980s and 1990s, both public and private average salaries rose and recouped their losses.

Table 21.—Average salary of full-time instructional faculty on 9-month contracts in degree-granting institutions, by control and type of institution: 1972–73 to 1999–2000

(In constant 1999–2000 dollars) [1]

Year	Public 4-year	Public 2-year	Private 4-year	Private 2-year
1972–73 ...	$57,014	$51,089	$53,870	$36,732
1975–76 ...	53,116	48,291	49,197	33,276
1978–79 ...	51,213	46,571	46,980	30,883
1980–81 ...	47,632	43,341	43,630	29,442
1985–86 ...	52,947	46,035	49,367	30,238
1987–88 ...	55,300	47,070	51,655	31,957
1990–91 ...	56,267	46,843	53,378	30,451
1995–96 ...	56,072	47,440	55,685	34,971
1998–99 ...	57,563	48,650	57,909	35,826
1999–2000	57,950	48,240	58,323	35,925

[1] Constant 1999–2000 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

Educational Outcomes

Reading Performance

Long-term trends in reading achievement show improvements for the country's 9- and 13-year-old students (see *Digest of Education Statistics, 2002,* table 111). Seventeen year-olds scored about the same in 1999 as in 1971. Significant gaps continue to exist between White, Black, and Hispanic students and between male and female students. Gender gaps favoring female 13- and 17-year-olds were about the same in 1999 as in 1971.

Table 22.—Proficiency of 17-year-olds in reading, by selected characteristics: 1971, 1980, and 1999

Selected characteristics of students	1971	1980	1999
Total	285.2	285.5	287.8
Sex			
Male	278.9	281.8	281.5
Female	291.3	289.2	294.6
Race/ethnicity			
White	291.4	292.8	294.6
Black	238.7	243.1	263.9
Hispanic	—	261.4	270.7
Control of school			
Public	—	284.4	285.6
Private	—	298.4	307.2
Parents' education level			
Did not graduate high school	261.3	262.1	264.8
Graduated high school	283.0	277.5	273.9
Post high school	302.2	298.9	297.5

— Not available.

NOTE: Scale ranges fr

Mathematics Performance

Average proficiency for 9- and 13-year-olds improved between 1982 and 1999 (see *Digest of Education Statistics, 2002*, table 123). For 17-year-old students, average proficiency had declined between 1973 and 1982, but an upturn during the past decade brought the performance above the 1973 level. Gender gaps in mathematics among 17-year-olds narrowed between 1973 and 1999.

Table 23.—Proficiency of 17-year-olds in mathematics, by selected characteristics: 1973, 1982, and 1999

Selected characteristics of students	1973	1982	1999
Total	304	299	308
Sex			
Male	309	302	310
Female	301	296	307
Race/ethnicity			
White	310	304	315
Black	270	272	283
Hispanic	277	277	293
Control of school			
Public	—	297	307
Private	—	311	321
Parents' education level			
Did not graduate high school	—	279	289
Graduated high school	—	293	299
Graduated college	—	312	317

— Not available.

NOTE: Scale ranges from 0 to 500.

Science Performance

Long-term trends in science achievement have been mixed. Science achievement was higher for 9-year-olds in 1999 than in 1970, but achievement for 13-year-olds was about the same (see *Digest of Education Statistics, 2002*, table 129). In 1999, science performance among 17-year-olds was lower than in 1969, but higher than in 1990. Significant gaps continue to exist between racial/ethnic groups, and gender gaps favoring male 17-year-olds were smaller in the 1990s than in the 1980s or 1969.

Table 24.—Proficiency of 17-year-olds in science, by selected characteristics: 1969, 1990, and 1999

Selected characteristics of students	1969	1990	1999
Total	305	290	295
Sex			
Male	314	296	300
Female	297	285	291
Race/ethnicity			
White	312	301	306
Black	258	253	254
Hispanic	—	262	276
Control of school			
Public	—	289	293
Private	—	308	311
Parents' education level			
Did not graduate high school	—	261	264
Graduated high school	—	276	281
Graduated college	—	306	307

— Not available.

NOTE: Scale ranges from 0 to 500.

High School Course-Taking Patterns

In 1983, the National Commission on Excellence in Education recommended that all students take 4 years of English, 3 years each of mathematics, science, and social studies, and half a year of computer science. For those going on to college, an additional 2 years of foreign language study was highly recommended.

Over the past 18 years, the average number of science and mathematics credits earned by high school graduates increased substantially. The mean number of mathematics credits (Carnegie units) earned in high school rose from 2.6 in 1982 to 3.6 in 2000, and the number of science credits rose from 2.2 to 3.2.

The proportion of graduates who completed the college preparatory program recommended by the Commission on Excellence (excluding computer science) rose from 10 percent in 1982 to 47 percent in 2000.

Table 25.—Percent of high school graduates earning selected combinations of academic credits: 1982, 1998, and 2000

Year of graduation and course combinations taken	All graduates
1982 graduates	
4 Eng., 3 S.S., 3 Sci., 3 Math, .5 Comp., & 2 F.L.	2.0
4 Eng., 3 S.S., 3 Sci., 3 Math, & 2 F.L.	9.5
4 Eng., 3 S.S., 3 Sci., 3 Math	14.3
4 Eng., 3 S.S., 2 Sci., 2 Math	31.5
1998 graduates	
4 Eng., 3 S.S., 3 Sci., 3 Math, .5 Comp., & 2 F.L.	28.6
4 Eng., 3 S.S., 3 Sci., 3 Math, & 2 F.L.	44.2
4 Eng., 3 S.S., 3 Sci., 3 Math	55.0
4 Eng., 3 S.S., 2 Sci., 2 Math	74.5
2000 graduates	
4 Eng., 3 S.S., 3 Sci., 3 Math, .5 Comp., & 2 F.L.	31.0
4 Eng., 3 S.S., 3 Sci., 3 Math, & 2 F.L.	46.5
4 Eng., 3 S.S., 3 Sci., 3 Math	57.2
4 Eng., 3 S.S., 2 Sci., 2 Math	77.6

NOTE: Eng. = English; S.S. = social studies; Sci. = science; Comp. = computer science; and F.L. = foreign language.

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Graduates

The number of high school graduates in 2001–02 totaled about 2.9 million. About 2.6 million graduated from public schools and about 0.3 million graduated from private schools. The number of high school graduates declined from its peak of 3.2 million in 1976–77 to 2.5 million in 1991–92, but it has been increasing in recent years. The ratio of high school graduates to 17-year-olds declined in the 1970s, increased slightly in the late 1980s and decreased slightly during the 1990s, but by 2001–02 the ratio of high school graduates to 17-year-olds reached 72.5 percent.

The actual completion rate is higher than this ratio of 72.5 percent because many students complete high school through alternative programs, such as night schools and the General Educational Development (GED) program (see *Digest of Education Statistics, 2002,* table 106). In 2001, about 88 percent of all 25- to 29-year-olds had completed high school or its equivalent (see *Digest of Education Statistics, 2002,* table 8).

Table 26.—High school graduates compared with population of 17-year-olds: 1976–77 to 2001–02

(In thousands)

School year	Total [1] 17-year-olds	High school graduates	Graduates as a percent of 17-year-olds
1976–77	4,272	3,152	73.8
1978–79	4,327	3,101	71.7
1981–82	4,134	2,995	72.4
1983–84	3,784	2,767	73.1
1985–86	3,670	2,643	72.0
1986–87	3,754	2,694	71.8
1987–88	3,849	2,773	72.0
1988–89	3,842	2,744	71.4
1989–90	3,505	2,589	73.9
1990–91	3,421	2,493	72.9
1991–92	3,391	2,478	73.1
1992–93	3,447	2,480	72.0
1993–94	3,459	2,464	71.2
1994–95	3,588	2,520	70.2
1995–96	3,641	2,518	69.2
1996–97	3,773	2,612	69.2
1997–98	3,930	2,704	68.8
1998–99	3,965	2,759	69.6
1999–2000 ..	4,018	2,823	70.3
2000–01	4,004	2,847	71.1
2001–02 [2]	3,983	2,889	72.5

[1] Derived from *Current Population Reports*, Series P-25. 17-year-old population adjusted to reflect October 17-year-old population.

[2] Preliminary data.

Dropouts

The dropout rate among 16- to 24-year-olds has declined over the past 21 years. Rates for both Blacks and Whites have declined over this period. The dropout rate for Hispanics remains relatively high at 27 percent, compared to 7 percent for Whites and 11 percent for Blacks.

Table 27.—Percent of high school dropouts among persons 16 to 24 years old, by race/ethnicity: October 1975 to October 2001

Year	All races	White, non-Hispanic	Black, non-Hispanic	Hispanic
1975	13.9	11.4	22.9	29.2
1980	14.1	11.4	19.1	35.2
1985	12.6	10.4	15.2	27.6
1990	12.1	9.0	13.2	32.4
1991	12.5	8.9	13.6	35.3
1992*	11.0	7.7	13.7	29.4
1993*	11.0	7.9	13.6	27.5
1994*	11.4	7.7	12.6	30.0
1995*	12.0	8.6	12.1	30.0
1996*	11.1	7.3	13.0	29.4
1997*	11.0	7.6	13.4	25.3
1998*	11.8	7.7	13.8	29.5
1999*	11.2	7.3	12.6	28.6
2000*	10.9	6.9	13.1	27.8
2001*	10.7	7.3	10.9	27.0

*Wording of questionnaire was changed.

NOTE: Dropouts are persons not enrolled in school who neither graduated from high school, nor received GED credentials.

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College Degrees

The number of degrees conferred by colleges and universities in 2001–02 was estimated to be 619,000 associate degrees; 1,282,000 bachelor's degrees; 468,000 master's degrees; 80,800 first-professional degrees; and 44,900 doctor's degrees. In 2001–02, women earned the majority of degrees at the associate, bachelor's, and master's degree levels. Also, women receiving all types of degrees increased at a faster rate than for men between 1971–72 and 2001–02 (see *Digest of Education Statistics, 2002*, table 246).

More people are completing college. Between 1991–92 and 2001–02, the number of people earning associate degrees increased 23 percent, bachelor's degrees 13 percent, master's degrees 33 percent, first-professional degrees 9 percent, and doctor's degrees 10 percent.

Table 28.—Associate and bachelor's degrees conferred by degree-granting institutions: 1971–72 to 2001–02

Year	Associate degrees	Bachelor's degrees	Percent of bachelor's degrees to women
1971–72	292,014	887,273	43.6
1980–81	416,377	935,140	49.8
1983–84	452,240	974,309	50.5
1984–85	454,712	979,477	50.7
1985–86	446,047	987,823	50.8
1986–87	436,304	991,264	51.5
1987–88	435,085	994,829	52.0
1988–89	436,764	1,018,755	52.6
1989–90	455,102	1,051,344	53.2
1990–91	481,720	1,094,538	53.9
1991–92	504,231	1,136,553	54.2
1992–93	514,756	1,165,178	54.3
1993–94	530,632	1,169,275	54.5
1994–95	539,691	1,160,134	54.6
1995–96	555,216	1,164,792	55.1
1996–97	571,226	1,172,879	55.6
1997–98	558,555	1,184,406	56.1
1998–99	559,954	1,200,303	56.8
1999–2000	564,933	1,237,875	57.2
2000–01	578,865	1,244,171	57.3
2001–02 [1]	619,000	1,282,000	58.0

[1] Projected.

Table 29.—Master's, first-professional, and doctor's degrees conferred by degree-granting institutions: 1971–72 to 2001–02

Year	Master's degrees	First-professional degrees	Doctor's degrees
1971–72	251,633	43,411	33,363
1980–81	295,739	71,956	32,958
1983–84	284,263	74,468	33,209
1984–85	286,251	75,063	32,943
1985–86	288,567	73,910	33,653
1986–87	289,349	71,617	34,041
1987–88	299,317	70,735	34,870
1988–89	310,621	70,856	35,720
1989–90	324,301	70,988	38,371
1990–91	337,168	71,948	39,294
1991–92	352,838	74,146	40,659
1992–93	369,585	75,387	42,132
1993–94	387,070	75,418	43,185
1994–95	397,629	75,800	44,446
1995–96	406,301	76,734	44,652
1996–97	419,401	78,730	45,876
1997–98	430,164	78,598	46,010
1998–99	439,986	78,439	44,077
1999–2000 ..	457,056	80,057	44,808
2000–01	468,476	79,707	44,904
2001–02 [1]	468,000	80,800	44,900

[1] Projected.

Educational Attainment

Americans are becoming more educated. Between 1970 and 2001, the proportion of the adult population 25 years of age and over who completed high school or more rose from 55 percent to 84 percent. At the same time, the proportion of adults with at least 4 years of college increased from 11 percent to 26 percent.

Table 30.—Percent of persons 25 years and older who completed various years of school: March 1970 to March 2001

Year	Less than 5 years of elementary school	High school completion or higher	Bachelor's or higher degree
1970	5.3	55.2	11.0
1980	3.4	68.6	17.0
1985	2.7	73.9	19.4
1990	2.5	77.6	21.3
1991	2.4	78.4	21.4
1992	2.1	79.4	21.4
1993	2.1	80.2	21.9
1994	1.9	80.9	22.2
1995	1.9	81.7	23.0
1996	1.8	81.7	23.6
1997	1.7	82.1	23.9
1998	1.7	82.8	24.4
1999	1.6	83.4	25.2
2000	1.6	84.1	25.6
2001	1.6	84.3	26.1

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Finance

Total Expenditures

Expenditures for public and private education, from preprimary through graduate school, are estimated at about $745 billion for 2001–02. The expenditures of elementary and secondary schools are expected to total $454 billion for 2001–02, while institutions of higher education will spend about $291 billion (see *Digest of Education Statistics, 2002,* table 30).

The total expenditures for education are expected to amount to about 7.4 percent of the gross domestic product in 2001–02.

Table 31.—Total expenditures of educational institutions related to the gross domestic product: 1980–81 to 2001–02

School year	Expenditures in billions of current dollars	Expenditures in billions of constant 2001–02 dollars [1]	As a percent of gross domestic product
1980–81	$182.8	$376.1	6.5
1982–83	212.1	385.0	6.5
1984–85	247.7	417.2	6.3
1985–86	269.5	441.3	6.4
1986–87	292.0	467.7	6.6
1988–89	346.9	510.0	6.8
1989–90	381.5	535.4	7.0
1990–91	412.7	549.1	7.1
1991–92	433.0	558.3	7.2
1992–93	456.1	570.2	7.2
1993–94	477.2	581.6	7.2
1994–95	503.9	597.0	7.1
1995–96	529.6	610.8	7.2
1996–97	562.9	631.2	7.2
1997–98	597.5	658.3	7.2
1998–99	633.5	686.1	7.2
1999–2000	678.4	714.1	7.3
2000–01 [2]	712.8	725.4	7.3
2001–02 [3]	745.2	745.2	7.4

[1] Constant 2001–02 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

[2] Preliminary.

[3] Estimated.

Public Elementary and Secondary Schools

Revenues

The state share of revenues for public elementary and secondary schools grew through most of the 1980s, but in 1987–88 the trend began to reverse. Between 1986–87 and 1993–94, the local share of school funding rose while the proportion from state governments fell. By 1994–95, a greater share shifted back to the states. In 1999–2000, 49.5 percent of revenues came from state sources, 43.2 percent came from local sources, and 7.3 percent came from the federal government.

Total revenues increased 79 percent between 1989–90 and 1999–2000. Federal revenues increased 113 percent; state revenues increased 88 percent; and local revenues rose 65 percent between that same time period (see *Digest of Education Statistics,* table 156).

Table 32.—Percentage distribution of revenues for public elementary and secondary schools from various sources: 1970–71 to 1999–2000

School year	Federal	State	Local [1]
1970–71	8.4	39.1	52.5
1980–81	9.2	47.4	43.4
1982–83	7.1	47.9	45.0
1984–85	6.6	48.9	44.4
1985–86	6.7	49.4	43.9
1986–87	6.4	49.7	43.9
1988–89	6.2	47.8	46.0
1989–90	6.1	47.1	46.8
1990–91	6.2	47.2	46.7
1992–93	7.0	45.8	47.2
1993–94	7.1	45.2	47.8
1994–95	6.8	46.8	46.4
1995–96	6.6	47.5	45.9
1996–97	6.6	48.0	45.4
1997–98	6.8	48.4	44.8
1998–99	7.1	48.7	44.2
1999–2000	7.3	49.5	43.2

[1] Includes a relatively small amount from nongovernmental sources.

NOTE: Beginning in 1980–81, revenues for state education agencies are excluded. Beginning in 1988–89, new survey procedures were implemented. Detail may not sum to 100.0 due to rounding.

Expenditures

The expenditure per student in public schools has risen since the mid-1990s. In 2001–02, the estimated current expenditure per student in fall enrollment was $7,524. After adjustment for inflation, this represents an increase of 16 percent since 1991–92.

Table 33.—Total and current expenditure per pupil in fall enrollment: 1979–80 to 2001–02

School year	Total expenditure (Unadjusted dollars)	Constant dollars 2001–02 [1]	Current expenditure (Unadjusted dollars)	Constant dollars 2001–02 [1]
1979–80	$2,290	$5,255	$2,088	$4,794
1985–86	3,724	6,099	3,479	5,698
1989–90	5,174	7,262	4,643	6,515
1990–91	5,486	7,300	4,902	6,522
1991–92	5,629	7,257	5,023	6,476
1994–95	6,208	7,355	5,529	6,550
1995–96	6,443	7,431	5,689	6,562
1996–97	6,764	7,585	5,923	6,642
1997–98	7,142	7,868	6,189	6,819
1998–99	7,533	8,158	6,508	7,048
1999–2000	8,032	8,454	6,911	7,274
2000–01 [2]	8,317	8,464	7,156	7,282
2001–02 [2]	8,745	8,745	7,524	7,524

[1] Constant 2001–02 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

[2] Estimated.

NOTE: Total expenditures include current expenditures, plus capital outlay and interest on school debt.

Degree-Granting Institutions

Revenues for Public Institutions

Public colleges are heavily dependent on state government for revenues, receiving 36 percent from this source in 2000. This number has dropped since 1986 where it was 45 percent. Sales and services and tuition and fees, respectively, are the next highest funding sources for public institutions.

Table 34.—Percentage distribution of the sources of current-fund revenue for public degree-granting institutions, by source: 1985–86, 1990–91, 1996–97, 1997–98, and 1999–2000

Source	1985–86	1990–91	1996–97	1997–98	1999–2000
Total	100.0	100.0	100.0	100.0	100.0
Tuition and fees	14.5	16.1	19.0	18.9	18.5
Federal government	10.5	10.3	11.0	10.6	10.8
State governments	45.0	40.3	35.6	35.7	35.8
Local governments	3.6	3.7	3.9	3.8	3.8
Private gifts, grants, and contracts	3.2	3.8	4.3	4.5	4.8
Endowment income	0.6	0.5	0.6	0.6	0.7
Sales and services	20.0	22.7	22.3	22.2	21.6
Educational activities	2.5	2.8	3.0	3.0	3.1
Auxiliary enterprises	10.3	9.5	9.5	9.5	9.6
Hospitals	7.2	10.3	9.8	9.7	8.9
Other sources	2.6	2.6	3.3	3.7	3.9

NOTE: Excludes Pell Grants. Detail may not sum to totals due to rounding.

Revenues for Private Institutions

Private colleges received 31 percent of their revenues from interest returns in 2000, partly due to exceptional stock market perfomance during that year. The next largest sources for 2000 were tuition and fees, 24 percent, and the federal government, 10 percent.

Table 35.—Sources of total revenue for private not-for-profit degree-granting institutions, by source of funds: 1999–2000

Source	In millions	Percentage distribution	Revenue per full-time-equivalent student
Total	$121,510	100.0	$47,861
Tuition and fees	29,652	24.4	11,679
Federal government [1]	12,192	10.0	4,802
State governments	1,118	0.9	440
Local governments	580	0.5	229
Private gifts and grants [2]	16,489	13.6	6,495
Investment return	37,764	31.1	14,874
Educational activities	2,866	2.4	1,129
Auxiliary enterprises	8,318	6.8	3,276
Hospitals	8,093	6.7	3,188
Other	4,440	3.7	1,749

[1] Includes independent operations.
[2] Includes contributions from affiliated entities.
NOTE: Detail may not sum to totals due to rounding.

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Expenditures of Public Institutions

Trend data show some increases in the expenditures per student at public degree-granting institutions. After adjustment for inflation, current-fund expenditures per student rose about 12 percent between 1980–81 and 1990–91, and increased 16 percent between 1990–91 and 1999–2000.

Table 36.—Current-fund expenditures and expenditures per full-time-equivalent student in public degree-granting institutions: 1980–81 to 1999–2000

Year	Expenditures in millions		Per student, in constant 1999–2000 dollars [1]
	Unadjusted dollars	Constant 1999–2000 dollars [1]	
1980–81	$42,280	$97,027	$14,607
1985–86	63,194	106,989	16,046
1990–91	92,961	123,509	16,342
1994–95	115,465	135,247	17,374
1995–96	119,525	136,037	17,549
1996–97	125,429	138,436	17,760
1997–98	132,846	141,621	17,996
1998–99	140,539	146,336	18,570
1999–2000	152,325	152,325	18,993

[1] Constant dollars adjusted by the Higher Education Price Index.

Expenditures of Private Institutions

Private colleges largest expenditure category is instruction, which accounts for 32 percent of their expenses. The next largest expense is institutional support, which accounts for 13 percent.

Table 37.—Total expenditures of private not-for-profit degree-granting institutions, by purpose: 1999–2000

Purpose	In millions	Percentage distribution	Expenditure per full-time-equivalent student
Total	$81,556	100.0	$32,124
Instruction	26,013	31.9	10,246
Research	8,382	10.3	3,302
Public service	1,447	1.8	570
Academic support	6,511	8.0	2,565
Student services	5,688	7.0	2,241
Institutional support	10,586	13.0	4,170
Auxiliary enterprises [1]	8,300	10.2	3,269
Net grant aid to students [2]	1,181	1.4	465
Hospitals	7,894	9.7	3,109
Independent operations	2,754	3.4	1,085
Other	2,801	3.4	1,103

[1] Essentially self-supporting operations of institutions that furnish a service to students, faculty, or staff, such as residence halls and food services.

[2] Excludes tuition and fee allowances and agency transactions, such as student awards made from contributed funds or grant funds.

NOTE: Detail may not sum to totals due to rounding.

College Costs

For the 2001–02 academic year, annual undergraduate charges for tuition, room, and board were estimated to be $9,199 at public 4-year colleges and $22,968 at private 4-year colleges.

Table 38.—Average undergraduate tuition, room, and board charges: 1971–72 to 2001–02
(In constant 2001–02 [1] dollars)

Year and control of institution	Total tuition, room, and board		
	All institutions	4-year	2-year [2]
All			
1981–82	$6,607	$7,481	$4,688
1991–92	9,124	10,621	5,276
2001–02 [3]	11,454	13,677	5,705
Public			
1971–72	5,876	—	4,646
1981–82	5,042	5,436	4,211
1991–92	6,625	7,340	4,671
2001–02 [3]	8,046	9,199	5,137
Private			
1971–72	12,631	—	9,466
1981–82	11,674	11,985	8,987
1991–92	17,912	18,382	12,419
2001–02 [3]	22,520	22,968	15,879

—Not available.

[1] Constant 2001–02 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

[2] Due to a low response rate, data for private 2-year colleges must be interpreted with caution.

[3] Preliminary data.

NOTE: Detail may not sum to totals due to rounding.

Scholarships and Fellowships

One of the most rapidly rising expenditures at institutions of higher education between the mid-1980s and late 1990s was for scholarships and fellowships. The proportion of educational and general expenditures spent on scholarships rose from 3.1 percent at public colleges in 1985–86 to 5.5 percent in 1999–2000.

On a per student basis, adjusted for inflation, expenditures for scholarships and fellowships rose by 63 percent at public universities between 1990–91 and 1999–2000, compared with 8 percent for instructional expenditures. Another rapidly rising expenditure in the public sector during the decade was for administration, which rose by 44 percent per student at public universities between 1990–91 and 1999–2000 (see *Digest of Education Statistics, 2002*, table 350).

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Table 39.—Educational and general expenditures and scholarships and fellowships at public degree-granting institutions: 1980–81 to 1999–2000

(In millions of dollars)

Year	Total expenditures	Scholarships and fellowships	Percent of total	Research
	Current dollars			
1980-81	$34,173	$1,065	3.1	$3,813
1985-86	50,873	1,576	3.1	5,705
1990-91	74,395	2,689	3.6	9,364
1994-95	92,174	4,662	5.1	11,830
1995-96	96,086	5,085	5.3	12,076
1996-97	101,554	5,573	5.5	12,767
1997-98	106,741	5,948	5.6	13,415
1998-99	113,594	6,418	5.6	14,308
1999-2000	122,709	6,785	5.5	15,999
	Constant 1999–2000 dollars [1]			
1980-81	$78,423	$2,444	3.1	$8,751
1985-86	86,130	2,668	3.1	9,659
1990-91	98,843	3,572	3.6	12,441
1994-95	107,966	5,461	5.1	13,856
1995-96	109,360	5,787	5.3	13,745
1996-97	112,085	6,151	5.5	14,091
1997-98	113,791	6,340	5.6	14,302
1998-99	118,280	6,683	5.6	14,898
1999-2000	122,709	6,785	5.5	15,999

[1] Constant dollars adjusted by the Higher Education Price Index.

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Financial Aid for Students

About 73 percent of all full-time undergraduate students received some form of financial aid in 2000. Students at private colleges were more likely to receive aid than students at public colleges. About 68 percent of full-time undergraduates at public colleges received aid compared with 84 percent at private not-for-profit colleges. Students obtained aid through a variety of programs: 58 percent received some sort of federal aid, 23 percent received state aid, 31 percent received institutional aid, and 10 percent received aid from other sources (see *Digest of Education Statistics, 2002,* table 319). Private not-for-profit colleges provided aid from their own sources to over half of their full-time undergraduates (see *Digest of Education Statistics, 2002,* table 319). For all full-time undergraduates, the average student aid package from all sources totaled $8,474 in 1999–2000 (see *Digest of Education Statistics, 2002,* table 317).

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Table 40.—Percent of full-time undergraduate and graduate students receiving financial aid, by type and control of institution and level of degree: 1999–2000

Type of institution and level of student	Aid from all sources	Grants	Loans
All undergraduates	72.5	58.7	45.4
Public	67.5	53.0	38.9
4-year doctoral	71.0	53.1	48.3
Other 4-year	75.0	57.7	49.1
2-year	58.2	49.9	20.5
Less than 2-year	60.7	49.2	11.0
Private, not-for-profit	84.0	74.7	59.3
4-year doctoral	78.8	69.7	57.3
Other 4-year	88.3	78.7	62.2
Less than 4-year	81.1	73.9	40.3
All graduate students	82.2	—	53.7
Master's degree	79.4	—	50.2
Public	78.5	—	44.4
Private	80.6	—	57.7
Doctor's degree	88.6	—	29.5
Public	89.4	—	26.2
Private	87.3	—	34.4
First professional	88.5	—	80.8
Public	88.6	—	81.8
Private	88.4	—	79.9

—Comparable data not available.

NOTE: Data include students in all types of postsecondary institutions.

Federal Funding

Federal on-budget support for education showed sizable growth between fiscal years 1965 and 2002, after adjustment for inflation. (On-budget support excludes education funds that are generated by federal subsidies, such as Federal Family Education Loans and the Federal Direct Student Loans.) Particularly large increases occurred between 1965 and 1975. After a period of relative stability between 1975 and 1980, federal funding for education declined approximately 16 percent between 1980 and 1985 after adjustment for inflation. Thereafter, federal on-budget funding for education generally increased, showing a rise of 81 percent from 1985 to 2002, after adjustment for inflation.

Table 41.—Federal on-budget funds for education: Fiscal years 1965 to 2002
(In billions of dollars)

Fiscal year	Total on-budget support	
	Unadjusted dollars	Constant 2002 dollars [1]
1965	$5.3	$29.2
1970	12.5	54.8
1975	23.3	71.6
1980	34.5	71.6
1985	39.0	60.4
1986	40.0	60.4
1988	43.5	62.0
1990	51.6	68.7
1991	57.6	73.4
1992	60.5	74.5
1993	67.7	81.4
1994	68.3	80.4
1995	71.6	82.4
1996	71.3	80.1
1997	73.7	81.2
1998	76.9	83.6
1999	82.9	88.7
2000	85.9	89.6
2001	94.5	96.4
2002 [2]	109.5	109.5

[1] Data adjusted by the federal funds composite deflator prepared by the U.S. Office of Management and Budget.
[2] Estimated.

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